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EDUCATION WEEK

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AP/Wide World Photos

Secretary Bennett at last week's press conference to release AIDS booklet.

Bennett Handbook On AIDS Stresses Sexual Abstinence

By Debra Viadero

WASHINGTON—In a controversial new handbook on teaching children about AIDS, Secretary of Education William J. Bennett urges parents and educators to emphasize that "appropriate moral and social conduct" is the only sure way to prevent the spread of the fatal disease.

Moreover, he adds, adults who advise young people that condoms provide some protection against acquired immune deficiency syndrome must be aware that such counsel can "suggest to teen-agers that they are expected to engage in sexual intercourse."

The 28-page handbook, "AIDS and the Education of Our Children: A Guide for Parents and Teachers" is the first official federal publication on AIDS education in schools.

Released at a news conference here last week, the booklet will be mailed to every

Continued on Page 19

Staking a Claim

Computer Data, Staff Help Lawmakers Move To Master Issues of School Finance

By William Montague

ALTA, UTAH—Even as school-funding issues are becoming increasingly technical and complex, politicians—and politics—are playing a larger and more aggressive role in the highly sensitive job of allocating state tax dollars for education.

This seeming paradox was a topic of considerable discussion among the 30 or so legislative fiscal analysts who gathered at this mountain resort late last month for an intensive two-day seminar on school-finance policy.

Faced with a baffling array of complicated decisions—the average state may have six or seven different aid formulas, each based on dozens of variable factors—state legislators are expanding their staffs, developing their own information sources, and staking out a more active part in formulating policy and putting it into practice.

To an increasing degree, seminar participants said, legislative leaders are unwilling to defer to the forces—powerful governors, influential lobbyists, and massive state education agencies—that have traditionally dominated the policymaking arena.

And in an era of tight budgets and tax-

Continued on Page 12

In 'Bold Stroke,' Chicago To Issue Calculators to All 4th-8th Graders

By Robert Rothman

In a move that math experts around the country are calling "a bold stroke," school officials in Chicago will begin implementing this month a plan to distribute calculators to all 200,000 students in grades 4 through 8.

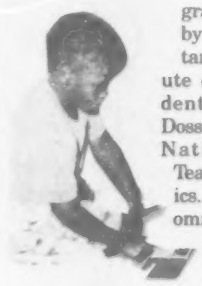
The effort, which is expected to cost almost $10 per pupil, is the largest program of its kind in the country. It is aimed, officials say, at improving mathematics instruction by enabling all students to advance from simple computation to the mastery of more complex problem-solving skills.

"This allows us to teach students what math is all about," said Dorothy S. Strong, director of the Chicago Public Schools' bureau of mathematics. "We can teach concepts, rather than the computation around concepts."

"All of math has degenerated into how you can compute," she said. "We have forgotten what math was about."

Ms. Strong added that the program would promote equity by ensuring that all students, regardless of income, have access to the mathematical tool. Students will also be able to take the calculators home, she said, and "enjoy" them with their parents.

"In Chicago, you cannot assume that every child has a calculator unless you provide it," said Ms. Strong.



The Chicago program is the first effort by a large metropolitan district to distribute calculators to students, noted John A. Dossey, president of the National Council of Teachers of Mathematics. The council has recommended the use of calculators by students in all grades. The only other sys-

Continued on Page 21

Period of Silence Ruling Unlikely, Justices Indicate

Jurisdictional Dispute May Scuttle N.J. Case

By Tom Mirga

WASHINGTON—Members of the U.S. Supreme Court indicated strongly last week that a technicality would block them from deciding this year whether states can require public schools to begin their day with a moment of silence for private introspection or contemplation.

Well over half of an hour-long hearing in a case testing the constitutionality of New Jersey's 1982 moment-of-silence law focused on the Justices' apparent doubt that two state lawmakers have legal standing to defend the statute in court.

Normally, when the Court decides that it lacks jurisdiction in a suit because it no longer presents a "live" controversy, the lower-court decisions in the case are left intact.

Federal district and appellate courts have ruled that the law—which does not specifically mention prayer—violates the First Amendment's ban on state establishment of religion because the primary motivation of its sponsors was to reinstate prayer in schools.

Educators and state officials have hoped that a ruling by the Court in the New Jersey case, *Karcher* v. *May* (Case No. 85-1551), would clarify the status of similarly worded laws in 24 other states.

In a 1985 ruling striking down an Alabama moment-of-silence law that mentioned prayer, a majority of the Justices noted that measures not citing prayer might withstand First Amendment scrutiny.

Rex E. Lee, former U.S. Solicitor General and the lawyer representing the two New Jersey lawmakers, told the Justices that "there's not a nickel's worth of difference" between the state's law and the type of stat-

Continued on Page 17

Educators Have 'Crossed the First Foothill'

March of School Technologies Proceeding—but Slowly

Courtesy of Minnesota Educational Computing Consortium

In Minnesota, pupils try out software developed by state-owned corporation.

By William Snider

There is mounting evidence that, for public schools, the computer age has become a permanent classroom reality.

But surveys showing the active role many states are taking to promote educational technology may belie the problems that still confront the field, experts say. A hesitancy to innovate, coupled with inadequate research, has kept schools from tapping the new technologies' full potential to radically advance the instructional process, they say.

"We've moved beyond the fad stage, but we're not anywhere close to full implementation," says Frank B. Withrow, a coordinator of technology-application projects for the U.S. Education Department.

James A. Mecklenburger, director of the National School Boards Association's Institute for the Transfer of Technology to Education, says educators have "crossed the first foothill, and still think it might be useful to climb the mountain."

"But what the real world is doing with these technologies," Mr. Mecklenburger adds, "is miles ahead of what the education enterprise is doing with them."

According to the first progress report from the National Governors' Association's five-year education initiative, the adoption of technology in the schools has been "characterized by adaptation and gradual growth, rather than dramatic invention or innovation." As Mr. Withrow puts it, the

Continued on Page 24

Also in the news

5 **Coordination Seen Lacking In Early-Childhood Initiatives**
The most detailed study to date of states' 'new wave' of programs for young children finds activism but inefficiency.

8 **'Uphill Climb' Predicted To Meet Teacher Demand**
Teacher attrition rates, now at a 25-year low, are likely to rise again, say researchers from the RAND Corporation.

10 **In Iowa, Rural Unease Over 'Rock Bottom' State Standards**
Fear of forced school consolidation has heightened debate over proposed quality standards for schools.

IN SUMMARY

Raises and Layoffs
More than 1,000 school employees in Chicago may lose their jobs, according to district officials, in order to help pay for salary increases agreed to in a settlement of the city's month-long teacher strike. **Page 6.**

Clash Over 'Learning Styles'
The New York State Board of Regents is under attack for a new state-produced booklet on dropout prevention that characterizes blacks as having "learning styles" different from those of most students. **Page 7.**

'Inventories' in Alabama
The institution of a "quality inventory" for every school in Alabama is the central element of a far-reaching blueprint for systemwide education reform and reorganization proposed by Gov. Guy Hunt. **Page 10.**

Disappearing Windfall
The bulk of state-revenue increases realized from changes in the federal tax code has been refunded to taxpayers, according to a new study, and thus schools will gain relatively little from the windfall. **Page 13.**

Rethinking Vocational Funding
The federal government should redirect its investment in vocational education to provide more support for the general curriculum and foster greater competition in job training, witnesses told a House-Senate panel last week. **Page 14.**

Revisiting the 'Other America'
Michael Harrington, whose 1962 book *The Other America* helped galvanize federal policymakers to declare a "war on poverty," has warned lawmakers that the impact of poverty on Americans may be deepening. **Page 15.**

'Incentives' for Innovation
Senator Edward M. Kennedy, chairing a Labor and Human Resources Committee hearing in Boston, sought support last week for a federal initiative to provide teachers with "incentives" for innovative instruction. **Page 16.**

Colleges	6
Commentary	25 and 32
Deadlines	27
Events	27
Grants	27
Letters	26
Marketplace	28
State Capitals	10

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ACROSS THE NATION

NATIONAL

Census Bureau Study Quantifies Effects of Education on Income

A new report by the U.S. Bureau of the Census confirms the time-honored belief that additional schooling results in greater economic returns.

Adults with professional degrees had an average monthly income of $3,871 in 1984, more than five times greater than the $693 average monthly income of high-school dropouts, according to the Census survey. The bureau also found that additional years of education translated into higher earnings at all levels.

For example, high-school graduates reported an average monthly income of $1,045 in 1984. The average monthly income reported by those with additional education ascended as follows: some college but no degree, $1,169; postsecondary vocational training, $1,219; associate's degree, $1,346; bachelor's degree, $1,841; master's degree, $2,288; and doctorate, $3,265.

Among the study's other findings:

- Seventy-four percent of all adults surveyed had completed high school. Of that group, 42 percent reported following an "academic" or "college prep" program; 38 percent, a general program; 12 percent, a business program; and 6 percent, a vocational program.
- Among the high-school graduates, 93 percent reported having taken three or more years of English. Nearly 80 percent said they had studied algebra; 57 percent had taken two or more years of industrial arts, shop, or home economics; 55 percent had taken trigonometry or geometry; and 48 percent had studied chemistry or physics.
- The field of education accounted for about 16 percent of all degrees and 33 percent of all master's degrees among those surveyed. Twenty-five percent of all degrees held by women were in education, compared with 9 percent of those held by men. Respondents with a bachelor's degree in education reported an average monthly income of $1,290; those with advanced degrees in the field reported average income of $2,062.

Copies of the report, "What's It Worth, Educational Background and Economic Status: Spring 1984," Series P-70, No. 11, are available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

■ **More than 150 school districts in 22 states** have reached tentative settlements totaling millions of dollars with three large asbestos manufacturers.

Districts must now approve the separate settlements with W. R. Grace Company, U. S. Mineral, and National Gypsum Company, according to lawyers for the schools. While National Gypsum has agreed to pay a total of $8.4 million to schools that contain the cancer-causing substance, terms of the settlements with the other two manufacturers remain confidential.

Lawyers for the districts said last week they were optimistic that their clients would approve the settlements.

■ **The National School Boards Association** has named a 17-member commission to study ways that teachers, administrators, and school boards can collaborate on educational improvements outside the collective-bargaining process.

In its charge to the commission, which met for the first time Sept. 30, the N.S.B.A. states that it "does not seek abolition of collective bargining," but is searching for ways to engage education's "prime movers" in "open communication, characterized by the collegial, cooperative, positive, and harmonious spirit that pervades every successful professional relationship."

The commission—the majority of whose members are elected officials of state and national education organizations—is scheduled to release its final report and recommendations at the N.S.B.A.'s annual meeting in March.

STATES

N.J. Board Receives Reports On Principal-Certification Plan

Two panels established by State Commissioner of Education Saul Cooperman have presented the New Jersey Board of Education with recommendations for a proposed plan to upgrade the training and licensure of school principals.

The commission on management science urged that such knowledge areas as human-resources management, public finance, and school law be emphasized in both training programs and a proposed licensing examination for principals.

In a second report, a panel on internships for principals suggested a number of specific duties, such as chairing a curriculum-committee meeting and observing teachers at all grade levels, that would help interns for the principalship develop skills in curriculum evaluation, instructional supervision, and community relations.

Under the plan proposed by Mr. Cooperman last year, prospective principals would be required to earn a master's degree in a field of management or leadership science, pass a written examination, and complete an internship in a public school.

The commissioner is to present a final version of the plan to the state board in December, according to Leo Klagholz, state director of teacher preparation and licensure. A vote on the changes is expected early next year, he said.

■ **Nearly half of Arizona's 222 school districts** have missed a deadline for filing "no-pass, no-play" policies with the state education department.

A spokesman for the department said last week that 110 districts had not met the Sept. 30 deadline imposed by the state board of education. Most districts that filed policies require students to pass five courses every semester to remain eligible for extracurricular activities.

Later this month, the board will consider a proposal that would require students throughout the state to pass all their courses before being allowed to participate in noncredit activities. The board tabled the proposal last May to allow time for its review of local no-pass, no-play rules.

■ **A proposed survey on teen-age pregnancy in Utah** is "too graphic," some school administrators in the state have complained.

The survey, to be administered to a cross-section of 1,200 teen-agers this year, was developed by Gov. Norman H. Bangerter's task force on teen-age pregnancy.

State Senator Steven Rees, chairman of the task force, denied last week that the questionnaire was too explicit.

"I think the most graphic question on it was, 'Have you ever had sex?' " said Mr. Rees, a Republican from Salt Lake County. He added, however, that the panel would seek permission from the local school boards and written parental consent before surveying students in Utah's public schools.

■ **The head of the Rhode Island branch** of the American Civil Liberties Union has asked the state's board of regents to reverse a policy requiring that social workers in the schools take an examination given to prospective teachers.

Steven Brown, the group's executive director, said the board had overstepped its authority by requiring nonteaching professionals to take the test. He also argued that "it is inappropriate to be giving social workers a test specifically designed for teachers."

But Edward E. Dambruch, director of teacher certification for the state department of education, said nonteaching professionals, including social workers and school psychologists, take only the communications-skills and general-knowledge portions of the National Teacher Examinations.

■ **The Oregon Supreme Court** has agreed to hear next month a challenge to the state's adoption of a 4th-grade social-studies textbook that environmentalists say propagandizes in favor of business interests and the consumption of natural resources.

The textbook, *Get Oregonized*, was written by state educators and published by Oregon State University with funding provided by various agriculture and timber industries.

But the Oregon Environmental Council and the the Portland Audobon Society charged in a lawsuit that neither the state textbook commission nor the state board of education had applied standard book-reviewing criteria when considering the textbook. The Oregon Court of Appeals upheld the state agencies' decision to adopt the book.

DISTRICTS

Federal Judge Withdraws Ruling On Tuition for Foreign Pupils

In order to consider more evidence in the case, a federal district judge has set aside his Sept. 29 ruling allowing the Arlington, Tex., school district to collect tuition from foreign students.

U.S District Judge David Belew withdrew his decision at the request the Fort Worth chapter of the American Civil Liberties Union, which claimed that his earlier ruling was too hasty.

The A.C.L.U. filed suit last month on behalf of 10 foreign families that are temporarily residing in the Arlington district while the parents attend local universities. The group argues that the district's tuition policy denies the children access to education in violation of state laws and the due-process and equal-protection guarantees of the U.S. Constitution.

The policy, adopted in 1977, requires all temporary residents to pay tuition, according to Leon Morgan, director of student ser-